CHAPTER IV

DESIGN OF THE STUDY
CHAPTER IV

DESIGN OF THE STUDY

In the third chapter, the significance of the problem, the need for the study, the specific objectives of the study, procedure of the validation of the tools used for the collection of data and the operational definitions of the terms used has been discussed. In this chapter an attempt is made to discuss briefly, the procedure followed to study the utilization of community resources for teaching Social Sciences.

Survey Method of Research:

For the present study, the survey method is followed. Survey research is a method for collecting data from a large number of respondents, representing a specific population, through highly structured and detailed questionnaire or interview. Survey research can include status quo study or a study in which the inter relationships of sociological or psychological variables are determined and summarised. It determines present trends and solves current practical problems. It also contributes to
the advancement of knowledge because it affords penetrating insight into
the nature of what one is dealing with. For understanding, the meaning
and scope of survey, it is helpful to classify types of survey research. The
survey research to educational problems is one of the commonly used
approaches. It is followed in studying local, state, national and
international aspects of education, evaluation and generalizations all
directed towards a proper understanding and solutions to significant
educational problems. Survey type of studies mainly collect two types of
information. They are:

1) Of what exists, type by studying and analysing important aspects of
   present situation; and

2) Of what we want, type by clarifying goals and objectives possibly
   through a study of the conditions existing else-where or what
   experts consider to be desirable.

Further survey type of studies can also be both qualitative and
quantitative. The researcher has followed both qualitative and
quantitative survey in the present study. To identify the availability of
various resources in the community, the researcher has prepared a checklist, through which quantitative data has been collected. The questionnaire has been developed to collect both quantitative and qualitative data. But, in survey research it is difficult to discover the kinds of conditions producing particular effects.

**Tools for collection of data:**

The researcher has developed a checklist and a questionnaire to collect the data for the present study.

**A. Checklist**

The checklist is a simple laundry list type or device consisting of a prepared list of items. It is a type of a questionnaire in the form of a set of categories for the respondents to check. Responses to the checklist items are thus a matter of fact, not a judgement. This tool has the advantage of systematizing and facilitating the recording of observations and of helping to ensure the consideration of all important aspects of the object or act observed. The checklist is an important tool in gathering facts for
educational surveys. It may also be used as a form of recording in observational studies of behaviour.

Homer Kemper (40:13-16) points out the useful hints of constructing a checklist.

1) Examine closely the checklist prepared and used for the purpose of educational research by successful investigators.

2) Read as many descriptions as possible on the construction and use of checklist in educational research.

3) Determine the items on which you require information for your study and details you need.

4) Arrange the items in categories and the categories in a logical or psychological order, related items should be grouped together.

5) Arrange the individual items in an adequate way to secure the information and details you require.

In pursuance of objective 1, the researcher developed a checklist. The checklist was validated by six experts already mentioned in the third chapter. The checklist includes the following five broader areas:
1. Physical Resources
2. Human Resources
3. Festivals
4. Environment and Public Property
5. Community Service Activities

The researcher visited the following high schools in Bangalore rural district to identify the availability of the physical and human resources in the nearby community of the schools:

1. The Taluk Board High School, Hoskote, Hoskote Taluk.
2. Sri Siddartha High School, Hoskote, Hoskote Taluk.
4. Sri Basaveshwara Rural High School, Bidadi, Ramanagar Taluk.
5. Sri Basaveshwara High School, Solur, Magadi Taluk.
8. Sri Siddaganga Rural High School, Purushanahalli, Doddaballapur Taluk.
The researcher visited Taluk Board high school, Hoskote now called as Zilla Parishat high school and had detailed discussion with the headmaster about the available physical and human resources in the community. The headmaster expressed a sense of satisfaction about the available resources. The researcher also discussed with social science teachers and a few other community members about the involvement of community in teaching social sciences.

Secondly, the researcher visited Sri Manjunatha Girls high school, Nelamangala, managed by Sri Siddaganga Mutt. The discussion regarding the availability and utilization of physical and human resources at the time of teaching social sciences was held. To ascertain the community resources the researcher went round the community. He observed the physical and human resources available very near to the school.

The researcher also visited the other 8 schools listed above on various days and held discussions with the head masters, social science teachers and available community members regarding the availability of physical and human resources. The researcher also went round all the 8 schools of that area to identify the availability of community resources.
On the basis of the content prescribed for Social Sciences by the Karnataka State Government for the students of secondary schools, observation of community resources available around 10 secondary schools, opinions of head masters, Social Science teachers and various community members, the personal experience of the researcher as a lecturer in the college of education and also on the basis of the review of related literature, a checklist of available community resources was prepared.

1. Physical Resources

1) Community Hall
2) Village Panchayat Office
3) Mandal Panchayat Office
4) Zilla Panchayat Office
5) Cinema theatre
6) Mahila Samaj office
7) Monuments
8) Hillock
9) Parks
10) Pond
School, f t y f

P o 4 c e j d a t x & r t
21) Village accountant
22) Press reporters
23) Agricultural officer
24) Forest officer
25) Head of various religious institutions
26) Dairy development officer

3. Celebration of Festivals

1) Temple
2) Church
3) Mosque
4) Jain Basadi
5) Theosophical Society
6) Ramakrishna Asram
7) Hindu Mutt
8) Ganesh festival
9) Gramadevatha festival
10) National festivals.

4. Community Service Activities

1) Hospital
2) Post Office
3) Police Station
**Human Resources**

1) Teachers
2) Lecturers
3) Doctor
4) Engineer
5) Lawyer
6) Police Inspector
7) Block Educational Officer
8) Block development Officer
9) Post Master
10) Officer
11) Mandal Panchayat Members
12) Member of the Legislative Assembly
13) Member of the Legislative Council
14) Member of the Parliament.
15) Freedom fighters
16) Artisan
17) Carpenter
18) Farmer
19) Members of the Lions Club
20) Tahasildars
4) Lions Club
5) Rotary Club
6) Important Historical Places
7) Taluk Office
8) Banks
9) NCC Office
10) Home Guards Office

5. **Environment and Public Property**
1) Government Hospital
2) Post Office
3) Forest Office
4) Picnic Spots
5) River

B. **Questionnaire**

The next task of researcher was to elicit valid and reliable responses from social science teachers of one hundred secondary schools of Bangalore rural district regarding the extent of utilization of the community resources in teaching social science. The checklist prepared by the researcher was helpful to prepare the questionnaire. The principles
and factors to be considered while developing a questionnaire are taken into consideration in this task.

According to Good and Hatt (34:55) "The word Questionnaire refers to a device for securing answer to question by using a form which the respondent fills in himself". Barr Davis and Johnson (10:65) defines, "questionnaire as a systematic completion of questions that are submitted to a sampling of population from which information is desired".

The questionnaire is the most flexible of tools in collecting both quantitative and qualitative information. The questionnaire may contain two kinds of items:

1. The closed form and
2. The open or unrestricted form.

a) The Closed form

Questionnaire that call for short check responses are known as the restricted or closed form type. They provide for marking a 'Yes' or 'No', a short response, or checking an item from a list of suggested responses.
Even while using the closed form, it is better, to provide for unanticipated response providing "any other", category permits the respondent to indicate what might be his most important reason, one that questionnaire builder had not anticipated. Note the instruction "(Kindly Specify)" which enables the researcher to properly classify all responses. The closed form of questionnaire is easy to fill, takes little time, keeps the respondent on the subject, relatively objective, fairly easy to tabulate and analyse.

b) The Open Form

This is also called an unrestricted type. It calls for a free response in the respondents own words. The open form probably provides for greater depth of response the respondent reveals his frame of reference and possibly the reasons for his responses. This type of item is sometimes difficult to interpret, tabulate and summarize the conclusions.

In this study, the questionnaire prepared by the researcher consists of both closed form of questions and also open form of questions. To elicit numerical data the closed form of questions were included. To gather reasons for the responses the open form of questions was included.
In pursuance of the second objective, the researcher developed the questionnaire, which contains 30 open form of questions and 18 closed form of questions (Appendix I). The questions were prepared by keeping in view five broad areas. The details of these 5 broad areas are discussed in the following paragraphs briefly.

1. Utilization of Physical Resources

Physical resources are the very important means of development in any country. The available physical resources of an area find a good place in developmental activities of a school. The resources available in the community are many, they have to be identified and used by the school for various purposes.

The physical resources of the community include, public buildings like community hall, mandal panchayat hall, public library, hospitals, police station, post office, mosque, temple, church, jain basadi, hillock, pond, natural vegetation spots, dams, rivers, cinema theatre, banks, taluk office, monuments, important cultural places, radio stations, mountains, veterinary hospital, N.C.C office, home guards office. Ramakrishna
Ashram, Theosophical Society, block development office, agricultural office, lions club, rotary club, khadi gramodyoga office, museum, sub treasury, forest, cinema theatre, mahila samaja and farmers club.

To ascertain the attempts made by the secondary school teachers to identify and utilize the physical resources question numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and 25 were included in the questionnaire.

2. **Utilization of Human Resources**

Human resource is a very important resource for the development of any nation. Human resource is considered as the greatest wealth of the nation. It is observed on many occasions that the schools have identified and utilized the physical resources in a need-based manner. The human resources available in the community are considered as a treasure of the community. These have to be identified and utilized by the secondary schools in teaching social sciences.

The human resources of the community include, teachers, doctors, bank manager, postman, village panchayat members, village level worker,
member of the legislative council, freedom fighters, carpenter, veterinary doctor, members of the lions club, priests, block educational officer, assistant commissioner, khadi gramodyoga workers, members of consumer protection cell, lecturers, engineers, postmaster, police sub-inspector, Zilla panchayat members, members of the legislative assembly, member of parliament, artisan, farmer, potter, members of rotary club, head of various religious institutions, press reporter, tahasildar, food-inspector, agricultural officer, radio station director, N.C.C. Officer, home guards officer and mandal panchayat members.

To ascertain the identification and utilization of human resources of the community question numbers 26, 27, 28, 29, 30, 31 and 32 were included in the questionnaire.

3. Celebration of Festivals.

India is a secular democratic country. Hence, in our country people celebrate many festivals. Among them, there are local festivals, regional festivals and national festivals. All the national festivals are celebrated in schools. Our country is secular, there are people belonging to different
religions, languages and castes. They follow different customs and traditions. Accordingly, all the citizens are free to organise their own festivals.

Celebration of festivals in our country develops unity, reduces narrow outlook towards religions, promotes communal harmony and religious toleration. Celebration of festivals in schools convey good message to students. It helps them to reduce their differences and they indirectly and actively involve in the learning process. Such celebrations will also develop pride among students towards the country, its culture, national leaders and patriots.

To emphasis the need for celebration of festivals in secondary schools and also to ascertain the procedure in celebrating different festivals like Independence day, Gandhi jayanthi, Republic day, question numbers 33, 34, 35, 36, 37, 38 and 39 were included in the questionnaire.

**Awareness about Environment and Public Property**

History teaches about the past, civics teaches about the present. Teaching civics at the secondary stage has to develop among students environmental awareness and also about safe-guarding public property.
Environmental protection is a very important issue of the present century. The National Policy of Education (1986) emphasised the need for developing awareness regarding environment protection and duty oriented education. In this context the ten crore elements were included in preparing the syllabus of secondary schools.

Social science teaching at the secondary school is expected to nurture certain important virtues needed for students to become good citizens of future. The purpose of teaching about duties and rights is to help students to understand their responsibilities in protection of environment and public property.

By keeping the above ideas in view, and also to ascertain the awareness of students about protection of environment and public property question numbers, 40, 41, 42, 43, 44 and 45 were included in the questionnaire.

5. **Organisation of Community Service Activities**

The general aim of teaching social sciences at the secondary schools is to change the attitudes of students towards the present community and
nation. All the secondary school students are expected to take part in various community service activities.

Participation in the community service activities may improve students motivation in learning social sciences. Such activities provide valuable opportunities for students to become involved in public life and thus develop citizenship participation skills.

Question number 46 was included in the questionnaire to ascertain whether the secondary schools are organising community service activities or not.

6. **Utilization of the available community resources**

Question number 47 was included to know whether teachers have planned to use the available community resources as often as they wish to use.

Question number 48 was included to know the factors prevented secondary school social science teachers using available community resources.
Thus all the 48 questions included in the questionnaire have been included with specific rationale and each question was constructed to elicit specific responses from the respondents.

Validation of the Questionnaire

The questionnaire along with directions was validated by 6 experts. They included one retired Professor of a University, one Head of the Education Department of a University, one Principal of a college of education, one Professor of college of education who has been teaching methods of teaching History and Civics, and two senior experienced head masters of rural secondary schools who have been teaching social science subject. They were requested to screen the questionnaire and offer suggestions, if any, for further improvement. The questionnaire and directions were found to be satisfactory and comprehensive by them. This implies that the questionnaire has content validity. The other suggestions given by the experts were incorporated while refining the questionnaire.
Sample

For the purpose of the present study, the researcher has adopted stratified random sampling procedure.

Eight subgroups are scattered in the eight taluks of Bangalore rural district. Out of these 300 schools, 100 secondary schools were selected by following stratified random sampling technique. Talukwise representation was also considered at the time of finalising 100 schools. One senior secondary school teacher who has been teaching social science subject in that school was given the questionnaire and asked to fill the responses. For list of schools see Appendix II.

Collection of the data

The data was collected from social science teachers of 100 secondary schools through personal visits. The data so collected has been interpreted by using percentage. Tables and graphs are drawn to highlight the data wherever necessary.